

Broward County Public Schools

Norcrest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Norcrest Elementary School

3951 NE 16TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Norcrest Elementary School is to serve the students, staff, and community by: instilling the love of learning, challenging students to achieve higher expectations, and preparing students to be college and career ready.

Provide the school's vision statement.

All Students at Norcrest Elementary will be proficient at locating, organizing, interpreting, synthesizing and evaluating information using a variety of sources, as they become self-directed, analytical thinkers who are capable of setting goals and monitoring their progress.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| Charpentier, Marc | Principal | <p>Establish and monitor a school mission and goals that are aligned with the district's mission and goals.</p> <ul style="list-style-type: none"> · Model and maintain high standards of professional conduct. · Collaborate and provide resources to ensure the development of the School's Improvement Plan. · Oversee the selection and acquisition of instructional materials and equipment. · Safe Team Coordinator · ESE/ESOL Monitoring · Report Cards/Interims Monitoring · Monitor and maintains the school budget. · Facilities Supervisor · Safety and Security Supervisor · Construction Supervisor · Curriculum Administrator · Evaluation Supervisor · Personnel Supervisor · Partners in Education Supervisor · Assessments Supervisor · Student Recognition Coordinator · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom and campus. · Access, analyze, interpret and use data in decision-making. |
| Sauer, Patrick | Assistant Principal | <p>Principal's Designee</p> <ul style="list-style-type: none"> · EEO Liaison · Threat Assessment Supervisor |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|------------------|---|
| | | <ul style="list-style-type: none"> · Attendance /BTIP Administrator · Student Discipline/Discipline Matrix · Facilities/Maintenance · Parental Concerns · Student Pictures · Customer Survey · Evaluations – Non-Instructional/Instructional (Marzano) · Growth Plan · Universal Precautions · Cafeteria Monitoring · Arrival/Dismissal Coordinator · Behavioral Assemblies · Emergency Drills-Fire/Tornado Codes · Early Release Coordinator · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal. |
| hunt, whittney | Teacher, K-12 | |
| Reitberg, Maria | Reading Coach | <p>Create a literacy/math/science environment conducive to effective instruction.</p> <ul style="list-style-type: none"> · Demonstrate (model) effective learning strategies in classrooms. · Assists with student testing. · Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|--|
| | | <ul style="list-style-type: none"> · Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction. · Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan. · Work with the school's Leadership Team to determine the school's strengths and needs for improvement in the area of literacy/math/science in order to improve students' reading, writing, and communication skills and content area achievement. · Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading and math in Virtual Counselor; distribute PMP letters; monitor the progress of PMP students. · Form and schedule remedial groups based on school, county and state data. · Facilitate remedial groups; monitor class progress of students in remedial groups. · Facilitate Staff Development & PLC's as needed · Promotion and retention specialists · Assist teachers with Curriculum Maps · Leadership Team Member · Participates and supports teachers in CPST/Rtl meetings · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal. |
| Leonard, Mindy | Math Coach | <p>Create a literacy/math/science environment conducive to effective instruction.</p> <ul style="list-style-type: none"> · Demonstrate (model) effective learning strategies in classrooms. · Assists with student testing. · Use assessment data to assist administrators with placement of students in |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|----------------|---|
| | | <p>appropriate instructional or intervention programs.</p> <ul style="list-style-type: none"> · Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction. · Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan. · Work with the school's Leadership Team to determine the school's strengths and needs for improvement in the area of literacy/math/science in order to improve students' reading, writing, and communication skills and content area achievement. · Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading and math in Virtual Counselor; distribute PMP letters; monitor the progress of PMP students. · Form and schedule remedial groups based on school, county and state data. · Facilitate remedial groups; monitor class progress of students in remedial groups. · Facilitate Staff Development & PLC's as needed · Promotion and retention specialists · Assist teachers with Curriculum Maps · Leadership Team Member · Participates and supports teachers in CPST/Rtl meetings · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal. |
| Morales, Jennifer | | <p>Create a literacy/math/science environment conducive to effective instruction.</p> <ul style="list-style-type: none"> · Demonstrate (model) effective learning strategies in classrooms. · Assists with student testing. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|------------------|--|
| | | <ul style="list-style-type: none"> · Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs. · Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction. · Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan. · Work with the school's Leadership Team to determine the school's strengths and needs for improvement in the area of literacy/math/science in order to improve students' reading, writing, and communication skills and content area achievement. · Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading and math in Virtual Counselor; distribute PMP letters; monitor the progress of PMP students. · Form and schedule remedial groups based on school, county and state data. · Facilitate remedial groups; monitor class progress of students in remedial groups. · Facilitate Staff Development & PLC's as needed · Promotion and retention specialists · Assist teachers with Curriculum Maps · Leadership Team Member · Participates and supports teachers in CPST/Rtl meetings · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal. |
| Nicholas, William | School Counselor | <p>The Elementary Guidance Counselor shall</p> <ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>activities.</p> <ol style="list-style-type: none"> 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures. 15. perform other duties as assigned by the Principal. 16. follow federal and state laws, as well as School Board policies |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school advisory council presents the plan during the meeting and allows parents and stakeholders the opportunity to provide input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP plan is monitored by the leadership team, and administration, Data chats and RTI meetings will be conducted to monitor student achievements. Customer surveys and PM testing will monitor the effectiveness of the SIP. Plan revisions will be addressed through SAC meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|--|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 81% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: C 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 48 | 45 | 29 | 26 | 30 | 21 | 0 | 0 | 0 | 199 | |
| One or more suspensions | 0 | 0 | 0 | 1 | 9 | 1 | 0 | 0 | 0 | 11 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 33 | 40 | 31 | 66 | 24 | 34 | 0 | 0 | 0 | 228 | |
| Level 1 on statewide Math assessment | 0 | 22 | 23 | 46 | 18 | 35 | 0 | 0 | 0 | 144 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 14 | 29 | 75 | 23 | 31 | 0 | 0 | 0 | 172 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 16 | 33 | 31 | 67 | 27 | 41 | 0 | 0 | 0 | 215 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|----|----|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 5 | 4 | 18 | 52 | 6 | 15 | 0 | 0 | 0 | 100 |
| Students retained two or more times | 0 | 1 | 8 | 2 | 1 | 7 | 0 | 0 | 0 | 19 |

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 49 | 36 | 27 | 40 | 27 | 38 | 0 | 0 | 0 | 217 |
| One or more suspensions | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 38 | 28 | 36 | 0 | 0 | 0 | 102 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 35 | 21 | 46 | 0 | 0 | 0 | 102 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 8 | 14 | 8 | 8 | 4 | 8 | 0 | 0 | 0 | 50 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 5 | 8 | 3 | 38 | 26 | 38 | 0 | 0 | 0 | 118 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 1 | 1 | 23 | 1 | 0 | 0 | 0 | 0 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 49 | 36 | 27 | 40 | 27 | 38 | 0 | 0 | 0 | 217 | |
| One or more suspensions | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 38 | 28 | 36 | 0 | 0 | 0 | 102 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 35 | 21 | 46 | 0 | 0 | 0 | 102 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 8 | 14 | 8 | 8 | 4 | 8 | 0 | 0 | 0 | 50 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 5 | 8 | 3 | 38 | 26 | 38 | 0 | 0 | 0 | 118 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 1 | 1 | 23 | 1 | 0 | 0 | 0 | 0 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 37 | 56 | 53 | 47 | 58 | 56 | 45 | | |
| ELA Learning Gains | | | | 64 | | | 38 | | |
| ELA Lowest 25th Percentile | | | | 53 | | | 36 | | |
| Math Achievement* | 52 | 62 | 59 | 50 | 54 | 50 | 40 | | |
| Math Learning Gains | | | | 70 | | | 35 | | |
| Math Lowest 25th Percentile | | | | 58 | | | 32 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 39 | 48 | 54 | 45 | 59 | 59 | 41 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 48 | 59 | 59 | 47 | | | 43 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 41 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 203 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 54 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 434 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 28 | Yes | 1 | 1 |
| ELL | 33 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 33 | Yes | 1 | |
| HSP | 37 | Yes | 1 | |
| MUL | | | | |
| PAC | | | | |
| WHT | 62 | | | |
| FRL | 35 | Yes | 1 | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 47 | | | |
| ELL | 52 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 49 | | | |
| HSP | 54 | | | |
| MUL | 54 | | | |
| PAC | | | | |
| WHT | 71 | | | |
| FRL | 51 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 37 | | | 52 | | | 39 | | | | | 48 |
| SWD | 18 | | | 32 | | | 11 | | | | 5 | 59 |
| ELL | 24 | | | 45 | | | 33 | | | | 5 | 48 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 26 | | | 43 | | | 28 | | | | 5 | 48 |
| HSP | 28 | | | 48 | | | 37 | | | | 5 | 49 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 64 | | | 69 | | | 54 | | | | 4 | |
| FRL | 30 | | | 45 | | | 26 | | | | 5 | 54 |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 47 | 64 | 53 | 50 | 70 | 58 | 45 | | | | | 47 |
| SWD | 37 | 60 | 45 | 39 | 56 | 50 | 36 | | | | | 50 |
| ELL | 36 | 64 | 52 | 44 | 76 | 71 | 28 | | | | | 47 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 41 | 50 | | 43 | 68 | 60 | 42 | | | | | 40 |
| HSP | 39 | 66 | 63 | 42 | 70 | 68 | 36 | | | | | 49 |
| MUL | 50 | | | 58 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 65 | 79 | | 71 | 79 | | 63 | | | | | |
| FRL | 42 | 61 | 56 | 44 | 66 | 55 | 35 | | | | | 51 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 45 | 38 | 36 | 40 | 35 | 32 | 41 | | | | | 43 |
| SWD | 30 | 23 | 21 | 30 | 32 | | 19 | | | | | 38 |
| ELL | 37 | 37 | 42 | 34 | 32 | 25 | 36 | | | | | 43 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 39 | 38 | | 31 | 39 | | 37 | | | | | 43 |
| HSP | 42 | 40 | 54 | 36 | 32 | 27 | 33 | | | | | 43 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 57 | 33 | | 57 | 40 | | 64 | | | | | |
| FRL | 39 | 38 | 38 | 36 | 40 | 33 | 43 | | | | | 41 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 42% | 56% | -14% | 54% | -12% |
| 04 | 2023 - Spring | 49% | 61% | -12% | 58% | -9% |
| 03 | 2023 - Spring | 25% | 53% | -28% | 50% | -25% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 40% | 62% | -22% | 59% | -19% |
| 04 | 2023 - Spring | 71% | 65% | 6% | 61% | 10% |
| 05 | 2023 - Spring | 47% | 58% | -11% | 55% | -8% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 35% | 46% | -11% | 51% | -16% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was our 3rd grade ELA. Contributing factors include gaps in foundational skills (Covid), new state standards, new state assessments and increased ELL populations without adequate ELL support.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In the 2021-2022 school year 46.9% of students reached proficiency in ELA on FSA in grades 3-5. In the 2022-2023 school year 38% of students reached proficiency in ELA on the FAST in grades 3-5. The factors that contributed to the decline would be tier 1 instruction, changes in the state assessments, and increased ELL populations without adequate ELL support and new state standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the greatest gap when compared to the state is our 3rd grade ELA. The state average for proficiency is 50%, our school reached 25% proficiency. Contributing factors include gaps in foundational skills (Covid), new state standards, new state assessments and increased ELL populations without adequate ELL support.

Which data component showed the most improvement? What new actions did your school take in this area?

In 2021-2022 61% 4th grade students met proficiency in math on FSA. In 2022-2023 71% of 4th grade students met proficiency in math on the FAST. New actions that were implemented were extensive Saavas training, extended math instruction time (90 minute blocks), implementation of the math incentive program and increased opportunities for hands-on learning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are attendance and retentions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Tier 1 ELA Instruction
2. Improving proficiency in ELLs and SWDs
3. Tier 1 math instruction
4. Effective tier 2/3 interventions

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the 2023 FAST, ELA achievement was recorded at 38% for students in 3rd-5th grade. On the 2023 STAR, ELA achievement was recorded at 49% for K-2 students. This data indicates that Norcrest was below both state and district proficiency average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Achievement goals will be monitored using STAR and FAST data will be collected by the Instructional Reading coach. The overall proficiency percentage in ELA for students in K-2 taking the STAR assessment will increase by 10%, from 49% to 59% as measured by the PM3 assessment. The overall proficiency percentage in ELA for students in 3-5 taking the FAST assessment will increase by 17%, from 38% Proficiency to 55% as measured by the PM3 assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA Achievement goals will be monitored using STAR and FAST data collected by the Instructional Reading coach. Research based professional development, small group differentiated instruction, and the University of Florida Literacy initiative best practices will be used to increase student achievement and increase teacher tier 1 instruction as it relates ELA achievement.

Person responsible for monitoring outcome:

Maria Reitberg (maria.reitberg@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Foundational standards will be prioritized in K-2 classrooms, the daily schedule will support explicit and systematic instruction in order to incorporate the four strands of the best standards and incorporate the science of reading. For grades 3-5 a focus on following conceptual units of knowledge in Benchmark Advance which spirals through grade levels will be utilized with a focus on academic vocabulary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CPST meetings that monitor progress and include systematic data collection will provide opportunities to address student learning needs.

STAR and FAST progress monitoring provides a detailed analysis of student progress and monitors progression through the standards.

Professional development opportunities will provide teacher support and best practices to reach student needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring, scheduling, conducting CPST meetings and assessing the progress of goals and analyzing student data.

Person Responsible: Maria Reitberg (maria.reitberg@browardschools.com)

By When: Quarterly

Administering, analyzing, and providing feedback using STAR and FAST data working in collaboration with the reading coach, Teacher, and ESE support specialist.

Person Responsible: Maria Reitberg (maria.reitberg@browardschools.com)

By When: After each PM testing period

Providing opportunities for teacher professional development and training concerning best practices in University of Florida Literacy Initiative, small group differentiated instruction, and progress monitoring .

Person Responsible: Maria Reitberg (maria.reitberg@browardschools.com)

By When: Ongoing

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the 2023 FAST, ELA achievement was recorded at 7% for ELL students in 3rd-5th grade. On the 2023 STAR, ELA achievement was recorded at 39% for ELL K-2 students. This data indicates that Norcrest was below both state and district proficiency average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELLs ELA Achievement goals will be monitored using STAR and FAST data will be collected by the Instructional Reading coach. The overall proficiency percentage in ELA for ELL students in K-2 taking the STAR assessment will increase by 10%, from 39% to 49% as measured by the PM3 assessment. The overall proficiency percentage in ELA for ELL students in 3-5 taking the FAST assessment will increase by 18%, from 7% Proficiency to 25% as measured by the PM3 assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELL ELA Achievement goals will be monitored using STAR and FAST data collected by the Instructional Reading coach. Research based professional development, small group differentiated instruction, and the University of Florida Literacy initiative best practices will be used to increase student achievement and increase teacher tier 1 instruction as it relates ELA achievement and ELL strategies

Person responsible for monitoring outcome:

Maria Reitberg (maria.reitberg@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Foundational standards will be prioritized in K-2 classrooms, the daily schedule will support explicit and systematic instruction in order to incorporate the four strands of the best standards and incorporate the science of reading. For grades 3-5 a focus on following conceptual units of knowledge in Benchmark Advance which spirals through grade levels will be utilized with a focus on academic vocabulary. ESOL paraprofessionals will offer push-in support. Extended learning opportunities will be offered. ELL specific PLCs,

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CPST meetings that monitor progress and include systematic data collection will provide opportunities to address student learning needs.

STAR and FAST progress monitoring provides a detailed analysis of student progress and monitors progression through the standards.

Professional development opportunities will provide teacher support and best practices to reach student needs

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring, scheduling, conducting CPST meetings and assessing the progress of goals and analyzing student data.

Person Responsible: Maria Reitberg (maria.reitberg@browardschools.com)

By When: Quarterly

Conduct bi-weekly ELL focused PLCs

Person Responsible: whittney hunt (whittney.hunt@browardschools.com)

By When: September-May 2023

Administering, analyzing, and providing feedback using STAR and FAST data working in collaboration with the reading coach, Teacher, and ESE support specialist, and ESOL paraprofessionals.

Person Responsible: Maria Reitberg (maria.reitberg@browardschools.com)

By When: After each PM testing period.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kindergarten- 45% proficiency

1st- 48% proficiency

2nd- 53% Proficiency

The area of focus for grades K-2 is Foundational Skills in phonics and phonemic awareness. Students who are not on track to score level 3 on ELA assessments had deficits in the areas of phonemic awareness, phonics and sight word identification.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

3rd- 25% proficiency

4th- 49% proficiency

5th- 42% proficiency

The area of focus for Grades 3-5 is reading across genres and vocabulary. This area had the lowest percentage of mastery (20%) among the four subskill indicators.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By June 2024 Using measures from PM1 to PM3 60% of K-2 students will reach proficiency.

Grades 3-5 Measurable Outcomes

By June 2024, using measures from PM1 to PM3 60% of 3-5 students will reach proficiency.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Areas of Focus will be monitored during Weekly RTI meetings occurring on Thursdays of every week. In addition, data will be collected from Benchmark Advance Unit Assessments administered every three weeks.

In addition:

- Grades K-2 will be monitored by comparing data from STAR PM1, PM2, PM3
- Grades 3-5 will be monitored by comparing data from FAST PM1, PM2, PM3

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Charpentier, Marc, marc.charpentier@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All students in K-3 grade are administered the Benchmark Advance Intervention Screeners a minimum of three times throughout the school year. Students in 4-5 grade identified as Tier one or Tier two RTI are also administered the Benchmark Advance Intervention Screeners a minimum of three times during the school year. In addition to the intervention screeners, students in grades K through 5 are administered the F.A.S.T diagnostic assessment in reading and math to monitor progress toward grade level standards and expectations.

All Students K-5 participate in core literacy instruction. Teachers utilize school level pacing guide and Benchmark Advance as a resource to plan grade level instruction for all students. All students participate in small group reading instruction during their 90-minute reading block to receive individualized instruction based on student needs.

Supplemental programs in reading include the UFLI programs in grades K-2, SIPPS (K-5), Wordly Wise for vocabulary (k-5)

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI and SIPPS foundations is an explicit and systematic phonics program and was developed based on a large body of evidence that has demonstrated specific elements of language that must be addressed and specific methods that are effective for addressing them. UFLI develops awareness of the segments of sounds and speech and how they link to letters. Students decode words, analyze word parts, and write and recognize words. According to RTI data students in K-2 receiving tier 2 interventions showed deficits in foundational skills.

Benchmark is aligned to the Florida Best Standards. It provides opportunities for students to build content knowledge and engage with complex text. Leveled texts allow for differentiation of instruction. According to the FAST 2023 ELA reading across genres showed the lowest percentage of mastery (20%) benchmark advance lessons, Wordly wise and interventions provide a spiraling curriculum that allows for repeated instruction and practice of this subgroup skill. The Wordly Wise curriculum focuses on building vocabulary skills.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|--|---|
| Analyze PM1 DATA from the FAST 2023 - 2024 to identify students not projected to score level 3 or above. | Charpentier, Marc, marc.charpentier@browardschools.com |
| Identify students through the RTI process in need of interventions. | Reitberg, Maria, maria.reitberg@browardschools.com |
| Analyze PM2 FAST data which will provide a midyear score to compare to the baseline score collected at PM1. | Charpentier, Marc, marc.charpentier@browardschools.com |
| Administration will conduct data chats in order to ensure students who are not make adequate progress are receiving appropriate interventions to meet student goals. | Charpentier, Marc, marc.charpentier@browardschools.com |

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our school's SIP plan is accessible through our school's website. It is frequently discussed and reviewed at SAC/ PTA/ Title 1 meetings.
<https://www.browardschools.com/domain/15964>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school plans to build positive relationships with stakeholders by communicating our expectations and goals through conferences, open house, parent links and emails. We also hold various events to include and build upon our community.

<https://www.browardschools.com/domain/15964>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Our school plans to strengthen the academic program at our school by providing more opportunities for collective teacher efficacy through common planning and designated collaboration time, offer various extended learning opportunities for students, improve tier 1 instruction and RTI process and data collection.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

They meet with students regularly and provide strategies for success. They also have leadership groups that work with at risk students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school utilizes the district's behavioral matrix. All offenses are addressed and handled according to the matrix.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PLC focuses were created based of the needs survey the teachers completed the year prior. Each teacher has the opportunity to select 2 focuses this year. Teachers also have the ability to register for district given PDs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Curriculum vertically aligns with the expectations on an incoming kindergartener. Towards the end of the school year pre-k teachers modify their daily schedules to match the kindergarten schedule. Parents are invited to kindergarten round-up to learn expectations. Incoming kindergarteners are screened prior to the start of the school year.